

Wainui School Attendance Management Plan

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school.

Board Responsibilities

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

The board will comply with the provisions in the legislation in relation to student attendance by:

- Having a commitment to support students return to regular attendance.
- Having processes and procedures in place to support a **Stepped Attendance Response** to student absence that uses data-based thresholds to identify students.
- Recording all absences, and responding accordingly.
- Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance.
- Publishing this attendance management plan on the school's website.

Principal Responsibilities

The principal is responsible for:

- Developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- Ensuring that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- Ensuring all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

Parent/ Whanau Responsibilities

Parents/whanau have legal obligations to ensure their children attend school (Education and Training Act, s244). We expect parents/whānau to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

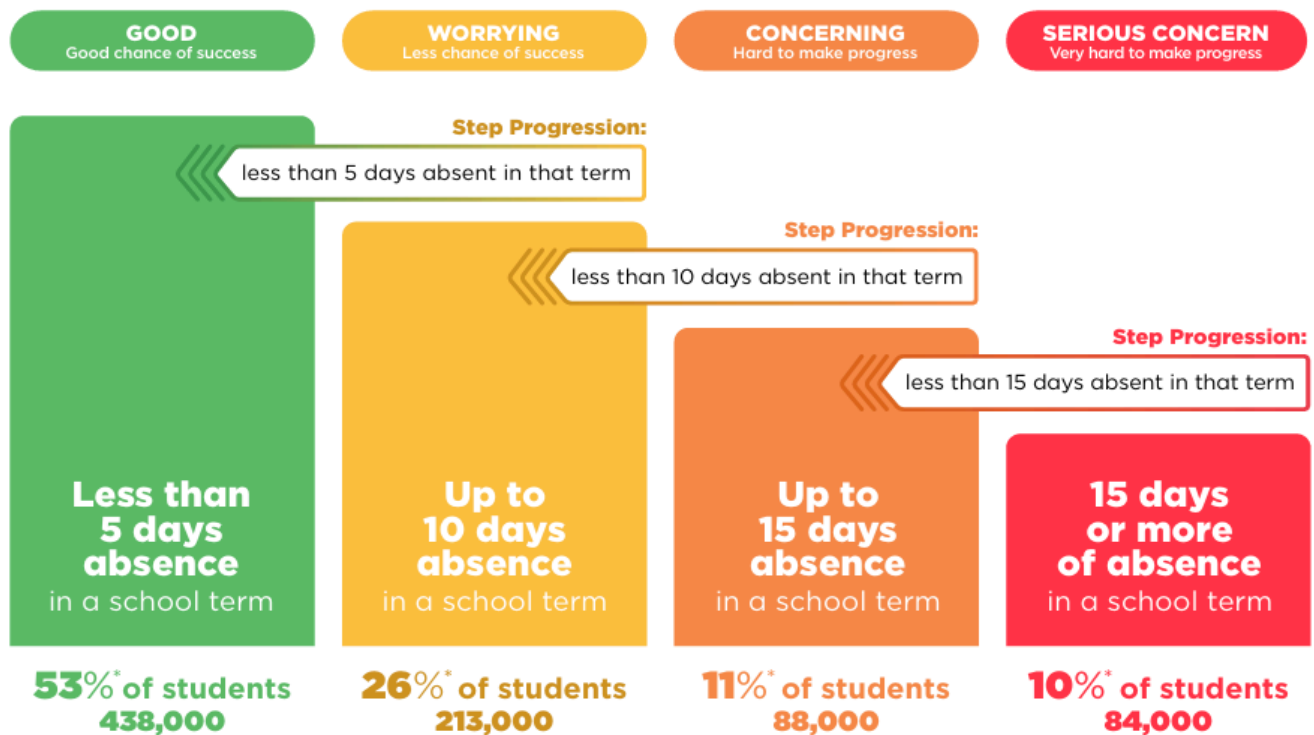
School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

Wainui School. Attendance Management Plan - 2026

Stepped Attendance Response – STAR

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.



Attendance Codes

PRESENT: Your child/tamariki is at school

LATE: Your child/tamariki arrives late to school and MUST sign in at the Office

EXPLAINED / JUSTIFIED: A justified absence, is an absence within the school's policy as an acceptable reason for the learner to be away from school.

Examples include:

- Bereavement (up to 3 days)
- Major cultural/religious celebrations (1 day): Eid, Diwali, Lunar New Year, etc.
- Approved attendance at a specialised school programme.g Forest School, One day school,
- Sports representative, National, International

MEDICAL ABSENCE: Due to sickness, when your child/tamariki is too unwell to attend school.

APPOINTMENT: An appointment that CANNOT be scheduled outside of school time. Any regular appointments that are not critical must be scheduled out of school hours wherever possible.

EXPLAINED / UNJUSTIFIED: The absence is explained but not within Ministry or school policy. Examples include: birthdays; dance or music classes; holidays during term time, etc.

TRUANT: No explanation, and/or no communication with the School Office.

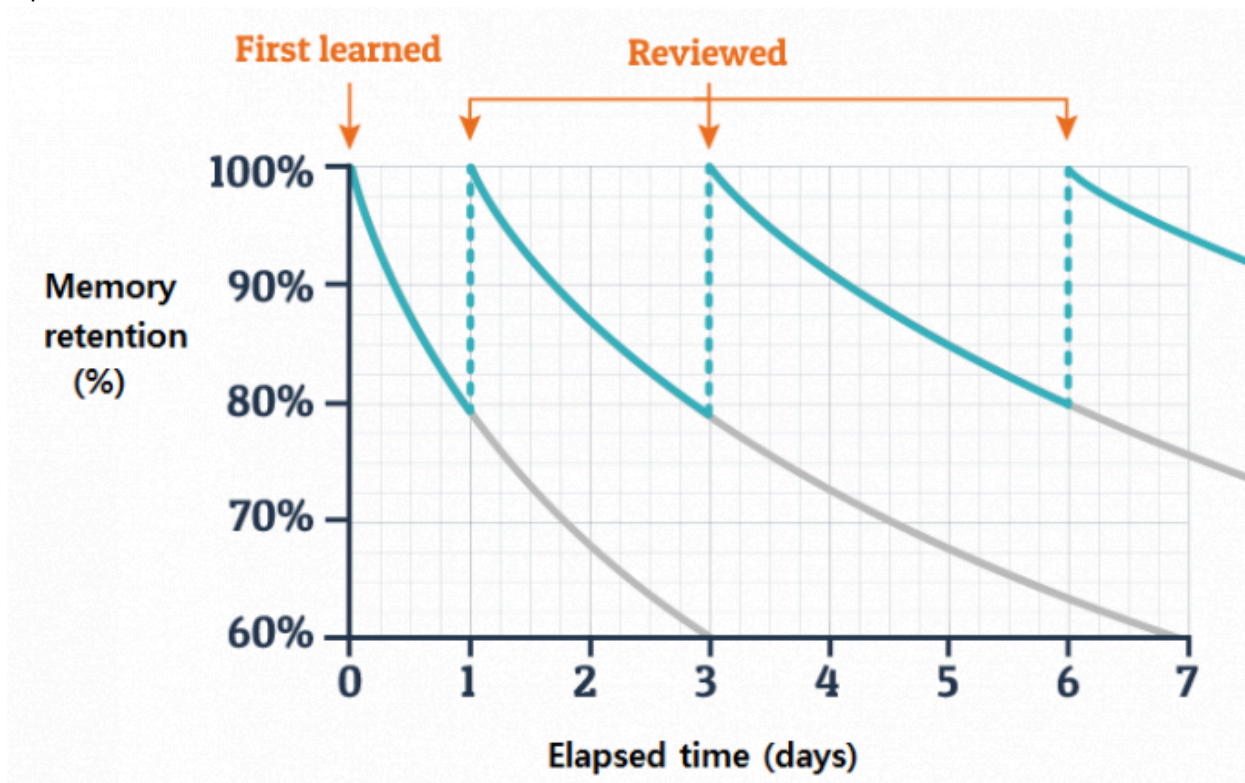
Stepped Attendance Response - STAR

| Good Attendance | Worrying Attendance | Concerning Attendance | Very Concerning Attendance |
|---|--|--|---|
| PARENTS/GUARDIANS?Whanau | PARENTS/GUARDIANS Whanau | PARENTS/GUARDIANS? Whanau | PARENTS/GUARDIANS?Whanau |
| <ul style="list-style-type: none"> • Ensure your child attends every day they are able • Reinforce good attendance habits • Support other parents to reinforce good attendance habits • Have open communication with our school | <ul style="list-style-type: none"> • Return learner to regular attendance • Contact school to discuss reasons for absence • Support learner to catch up on missed learning • Engage in supports offered | <ul style="list-style-type: none"> • Return learner to regular attendance • Parent/guardian to meet participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home | <ul style="list-style-type: none"> • Return learner to regular attendance • Engage in improvement plan • Participate in meetings |
| School | School | School | School |
| <ul style="list-style-type: none"> • Regular Kōrero / Newsletter items shared with parents about attendance habits, expectations and procedures • Monitor attendance • Communicate to parents about increasing absences • Recognise learners with regular attendance • Report to parents on attendance of their child • Support learners getting to school (encourage independence, parenting support, programme , etc.) • Promote good social and learning environment | <ul style="list-style-type: none"> • Contact parent/guardian to highlight attendance and offer support • Send formal notification to parent/guardian to discuss reasons for absence • Support learners to catch up missed learning where required • Use in school resources as appropriate to remove barriers e.g counsellor , teacher aide support. | <ul style="list-style-type: none"> • Principal to contact parents to escalate concerns, formal notification to parents • Meet with parent/guardian to analyse reasons for absence and to collaborate on a support plan • Develop and implement a plan tailored to the reasons and circumstances around the child's absence • Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed | <ul style="list-style-type: none"> • Send warning notice and make contact to arrange meeting with parent/guardian • Escalate to multi-agency response • Implement and monitor improvement plan • Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up. • Unenrol students who will not be returning to school |

Importance of Attendance

As per Ministry of Education guidelines our expectation at Wainui School is for all learners to be present a minimum of 90% of each term. All teachers and staff at our school care about your child, their learning and wellbeing. We ask that you do all that you can, to ensure your child/tamariki is at school everyday to ensure they are participating and progressing in their education.

Wainui School is focused on attendance to ensure our learners feel safe, connected and maximise learning time. Attendance is one of the biggest factors in finding success in any form whilst at school. High attendance rates link to academic success, positive friendships, sports enrolment, as well as self-belief and confidence. Below is a graph that shares the importance of attendance for learning. We should be aiming for as many days present as possible because any day missed adds up to missed learning and missed experiences:



We have a number of different strategies to help us; first and foremost, we want to emphasise the importance of our school values the five “ R”s Respect/ Whakaute, Relational/ whanaungatanga Resourcefulness Auahautanga, Resilience and Reflective 'whanaungatanga' all of which promote and facilitate positive personal relationships between teachers, learners and parents through learning conversations, our Assemblies and Community Events, , Pastoral Communication, and an Open-Door Policy with teachers and leadership.

As a school we see the value in promoting all forms of wellbeing and utilise “*The House of Wainui:*” which encompasses the School Values, the 5R’s and the principles of E Tu Tanagata, which includes focusing on ensuring a safe and collaborative school climate with caring teaching and learning. This will help us grow a safe and inclusive school that learners want to attend.

Playtimes are frequent, three shorter breaks of 30/35 minutes enabling children to get out side, enjoy our environment, use the bike track, scooters and outdoor bush plus the fields, sandpits, extensive playgrounds and courts. Some times there are clubs; Dance, Technology and Drama. All this means that there is something for everyone to enjoy and connect with at school.

We care deeply about our learners' feeling that school is a safe, fun, exciting and collaborative place to be. Not every day will be perfect but building resilience and learning from every positive and harder experience will develop our learners into well-rounded, healthy, successful people ready to take on the exciting adventures and challenges that await them. A clear Behaviour Management Plan and Procedures provides steps for children to deescalate, regulate and engage.

Attendance affects Achievement

A day here and there adds up to a lot. Learners who miss a week of school each term will have missed out on a year of schooling by the time they are 16!

Schools and kura, along with whānau/families, are legally responsible for making sure students attend school every day.

Evidence shows that attendance is directly related to how well learners achieve, in both primary and secondary school. The more learners attend, the higher their achievement. Missing school leads to lost opportunities to learn, which impacts on achievement, even if learners have good engagement. The impact of missing school continues to build over time as learners fall further behind. This means that non-regular attendance has lasting negative impacts.

Attendance affects Wellbeing

Going to school is important for learners' wellbeing. The research shows that more frequent non-attendance is associated with worse wellbeing outcomes, including school-related anxiety, decreased sense of belonging, fewer friendships with peers, exposure to bullying, and feeling like teachers are being unfair. The relationship between attendance and wellbeing works both ways: poor wellbeing leads to poor attendance, and poor attendance leads to poor wellbeing.

Attendance Matters at Primary School

Establishing regular attendance routines early in children's schooling is important. How often learners go to school in early primary school predicts how much they will attend in high school. Primary school also lays the foundations for future learning as learners develop the skills that are important for being successful in high school. Missing school in primary school can create gaps in learning that set learners back in high school and contribute to increasing disengagement from school and learning.

Ministry and Board Reporting

Each week, we report our attendance data to the Ministry of Education. This data is used to create a termly Every Day Matters Report that is presented to the Board of Trustees. The data from our Student Management System (SMS) and our Every Day Matters (EDM) report is compiled into an annual report.

